

### Appendix F-SCHOOL COVER SHEET – Restart Model

<b>School Name:</b> Shannon Elementary (current) KIPP Memphis Academy Elementary (restart) <b>Address:</b> 2248 Shannon Avenue Memphis, TN 38108	<b>District Point of Contact (POC)</b> <b>Name &amp; Position:</b> Jennifer Shorter <b>Phone#:</b> 615-378-7528  <b>Email Address:</b> jrshorter@tnasd.org
<b>School Number:</b> #645 in District #791	<b>Title I Status:</b> <input type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input checked="" type="checkbox"/> Title I Eligible School
<b>Year the school entered Priority status:</b> <u>2008</u>	
<b>Principal's Name SY 2012-13:</b>  SY 2013-14 Jenna Molinski Phone # 901-452-2682  Email Address: jmolinski@kippmemphis.org	<b>Waiver Request(s):</b>  <input type="checkbox"/> Requested for this School  <input checked="" type="checkbox"/> Not Requested for this School
<b>Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*:</b>  * Each year--not to exceed \$2 million	
<b>Pre-Implementation Activities Year 1</b>	\$
<b>Year 1: SY 2013-14 excluding pre-implementation</b>	\$ 131,988.68
<b>Year 2: SY 2014-15</b>	\$ 181,180.26
<b>Year 3: SY 2015-16</b>	\$ 212,478.46
<b>Three Year Total Budget</b>	\$ 525,647.40

## School Level Descriptive Information

### *School Comprehensive Needs Analysis:*

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs analysis, each LEA is required to select an intervention for each school.

<b>Name: KIPP Memphis Academy Elementary (KMAE) formerly Shannon Elementary</b>			<b>Intervention Model:</b>
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
<b>1. Student Profile Data</b>	<b>2010-11</b>	<b>2011-12</b>	<p>KIPP will restart the school with a new school leader and new teachers. In addition, the school in the initial year will be kindergarten only.</p> <p>Shannon reported that the student body is made up of 100% African-American students and the households in the community are 100% African-American. The last census data showed the majority of the families in the community live below the poverty level. According to data collected from parent surveys, 74% of adults within the community obtained a high school diploma, 19% attended a college or university, 35% of students live in a household with both parents and 56% live in single-parent household, while the remainder live with extended family. There is an average of three school age children per household. The average value of homes in the area is between \$16,500 and \$36,000.</p> <p>KIPP has a sound track record of preparing students in underserved communities for success in college and life. We start kindergarten with the end in mind – college graduation. We believe every student can and will learn. KIPP builds a partnership among parents, students, and teachers that puts learning first. By providing outstanding educators, more time in school learning, and a strong culture of achievement, KIPP is helping all students climb the mountain to and through college. Every day, KIPP students across the nation are proving that demographics do not define destiny. More than 87 percent of our students are from low-income families and eligible for the federal free or reduced-price meals program, and 95 percent are African American or Latino. Nationally, more than 90 percent of KIPP middle school students have graduated high school, and more than 80 percent of KIPP alumni have gone on to college.</p>
Total student enrollment	251	180	
Grade level enrollment			
Pre-K	18	20	
Kindergarten	34	34	
1st Grade	33	26	
2nd Grade	39	21	
3rd Grade	41	28	
4th Grade	53	26	
5th Grade	33	25	
Number of students in each subgroup (List applicable subgroups below.)			
African American	265	267	
Male	133	129	
Female	132	139	
Mobility (%) - Entrants, Withdrawals			
Attendance %	90.9%	90.6%	
Suspensions (#)	46	48	
Expulsions (#)	5	11	
AP, IB, and Dual Enrollment (#)	NR	NR	
Graduation Rate	NA	NA	
<b>2. Staff Profile Data</b>	Provide a summary and conclusion of the analysis of each area.		
	No existing staff will be retained. Teachers hired will be singularly committed to doing whatever it takes to ensure that		

	our students are prepared to thrive in college and life beyond. The new school leader is Jenna Molinski.																										
3. Student Achievement Data	2010-2011	2011-2012	Provide a summary of existing status and current needs.																								
Reading/Language Arts																											
<table><tr><td>ALL Grades - ALL subgroup</td></tr><tr><td>3rd Grade - ALL subgroup</td></tr><tr><td>4th Grade - ALL subgroup</td></tr><tr><td>5th Grade - ALL subgroup</td></tr></table>	ALL Grades - ALL subgroup	3rd Grade - ALL subgroup	4th Grade - ALL subgroup	5th Grade - ALL subgroup	ETT% Prof+Adv <table><tr><td>10.7</td></tr><tr><td>12.5</td></tr><tr><td>6.7</td></tr><tr><td>13.9</td></tr></table>	10.7	12.5	6.7	13.9	ETT% Prof+Adv <table><tr><td>17.2</td></tr><tr><td>8.3</td></tr><tr><td>19.5</td></tr><tr><td>25.6</td></tr></table>	17.2	8.3	19.5	25.6	<p>The latest school year generally shows increasing trends in RLA proficiency, though there is a decrease in third grade.</p> <p>In the first year, KIPP will only have kindergarten.</p> <p>Literacy is the core of what we do every day. Our schedule reflects our commitment to literacy by doubling the number of minutes spent on communication skills, reading, writing, and critical thinking compared to other subjects. In addition to literacy, reading comprehension, guided reading, phonics and phonemic awareness, and writing are Core Subjects. Resources are Common Core Standards, Lucy Calkins Workshops, Fountas and Pinnell, Reading A-Z</p>												
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School performance on value-added student achievement	F with no change in trend	F with no change in trend																									

Mathematics				
	ETT %		ETT %	<p>The latest school year generally shows increasing trends though there is a decline in third grade.</p> <p>In the first year KIPP will only have kindergarten.</p> <p>Math instructional planning will start with the Common Core Standards. Teachers will use Singapore Math as a resource to strengthen their math plans and assessment. We want students to develop basic skill mastery as well as critical thinking skills through hands-on learning activities.</p>
<b>ALL Grades - ALL subgroup</b>	17.2		20.9	
3rd Grade - ALL subgroup	19.5		10.2	
4th Grade - ALL subgroup	8.9		17.1	
5th Grade - ALL subgroup	25		38.5	
	ETT% Adv + Prof		ETT% Adv+Prof	<p>We want students to leave 4th grade with a deep level of critical thinking skills that can be transferred to other parts of their learning. Students will be proud of the mathematical skills acquired as well as inspired to continue to learn and develop new mathematical skills.</p>
<b>African American</b>	17.2		20.3	
<b>Asian/Pacific Islander</b>	*		*	
<b>Hispanic</b>	*		*	
<b>Native American</b>	*		*	
<b>White</b>	*		*	
<b>Economically Disadvantaged</b>	16.7		21.3	
<b>Students with Disabilities</b>	45.5		*	
<b>Limited English Proficiency</b>	*		*	
<b>ACT scores (if applicable)</b>				
<b>Graduation Rate (if applicable)</b>				
<b>4. School Culture and Climate</b>	Provide a summary of existing status and current needs.			
<p>TELL Survey Analysis</p> <p>School Safety</p> <p>Student Health Services</p> <p>Attendance Support</p>	<p>Shannon Elementary had a 95.83% response rate on the 2011 TELL survey and scored higher than all Tennessee elementary, Tennessee schools, and Memphis schools on the use of time. The lowest score in the section was related to class size, 87% of respondents felt class sizes were reasonable but this surpassed the 66.8% in all Tennessee schools. The school also scored higher than all other benchmarks on school facilities and resources. The lowest score in this section was on sufficient access to professional support personnel – a score of 82.6% compared to 81.0% of all Tennessee elementary. The school continued to score higher than benchmarks on community involvement and support. The lowest score was 69.6% and was relative to parents/guardians are influential decision makers in the school. All Tennessee</p>			

<p>Social and Community Support</p> <p>Parent Support</p>	<p>elementary schools scored 69.7%. The school scored higher on 6 of 7 categories related to student conduct. Only 87% of the respondents felt the faculty work in a school environment that is safe. Overall, Tennessee elementary schools rate at 96%. Teacher leadership scored much higher than other Tennessee elementary schools with a 100% in all categories with the exception of a 95.5% on an effective process for making group decisions to solve problems. Shannon continues to outperform benchmarks in the category of professional development, a 100% score in 10 of 13 questions. Results in instructional practices and support also outscore benchmarks with the lowest results (86.4%) relative to class assignments to maximize success of students and another score of 86.4 on the timing of state assessment results. On the final overall question, my school is a good place to work, the score at Shannon was 90.9% compared to all Tennessee elementary schools of 85.3%.</p> <p>Shannon is designated a “safe” school.</p> <p>A nurse is employed at the school and school wide programs emphasizing healthy choices and being drug-free are held each year.</p> <p>The school attendance is below goal and it is not known what support was provided.</p> <p>Social, community, and parent support have not been reported.</p>
<p><b>5. Rigorous Curriculum-</b> Alignment of curriculum with state standards across grade levels</p>	<p>Provide a summary of existing status and current needs.</p>
<p>Curriculum Intervention Programs</p>	<p>Unknown existing status</p> <p>We will be beginning with a kindergarten class only. At KMAE, our rigorous standards-based curriculum is part of what drives academic success. Our K-1 instructional program will focus primarily on providing students with a solid literacy and math foundation. We will use the Common Core Standards in Literacy and Math as the starting point for preparing rigorous, differentiated instruction. Memphis City Schools have transitioned to Common Core Standards for K-2 and will start testing these standards for all grades in 2014-2015. We will use Tennessee State Standards for Social Studies and Science and will include these standards in the reading and math block.</p> <p>To ensure students success, we have created a detailed assessment system that gives us the information we need to track our student’s academic readiness. This system includes frequent monitoring of students and provides an ongoing supply of data. All teachers will be trained in data collection, data analysis, and data based instructional decisions.</p> <p>To ensure all students are getting the instruction and support they need, we will implement the Empower Program. This program is completed in conjunction with our Response to Intervention (RTI). Because we do not want to wait eight weeks before giving students the support they need through RTI, teachers will differentiate instruction starting on the first day of school. Every student will engage in 120 minutes of individualized literacy instruction. They will also use weekly skills assessment data to determine which students need re-teach and extra support. A few other instructional support techniques that may be used include scaffolding, pre-teaching, partner reading, tutoring after school, homework support, and technology support.</p> <p>We will be hiring two special education teachers in year 1 and will be sharing a social worker with another KIPP school in the region.</p>
<p>Enrichment Programs</p>	<p>Unknown existing status – not applicable yet</p>

Dual enrollment (if applicable)	Unknown existing status – not applicable yet
Advanced Placement (if applicable)	Unknown existing status –not applicable yet
<b>6. Instructional Program</b>	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	<p>Unknown existing status</p> <p>Teachers use standards as a primary guide to teaching and learning and we will use purchased curriculum as a resource to plan rigorous, differentiated lessons. We believe that the Common Core standards are the resource that will get our students to the academic level that is required. Purchased curriculum does not include all of the standards students need to be successful; therefore, it will be used as extra support.</p> <p>Teachers will use key instructional strategies that push our students thinking to the next level and ensure they are setting high academic expectations for student responses from the start. We will use teaching strategies from Teach Like a Champion. A few that we want to prioritize are listed below.</p> <ul style="list-style-type: none"> <li>○ Simple to Complex</li> <li>○ Format Matters</li> <li>○ Stretch It</li> <li>○ Right is Right</li> <li>○ Higher level Bloom’s Questioning</li> <li>○ Thinking Ratio</li> </ul>
Use of instructional technology	<p>Unknown existing status</p> <p>Technology will be a key component of our instructional model because we believe in differentiated instruction. Our literacy block will include a 40 minute technology station for each student. Our math block includes a 20 minute technology station for each student. Examples of resources to be used include: iStation, Dreambox, Media Literacy (when we have a 4<sup>th</sup> grade)</p>
Use of data analysis to inform and differentiate instruction	<p>Unknown existing status</p> <p>All teachers will be trained in data collection, data analysis, and data based instructional decisions and time will be set aside daily in order to prioritize. Data days will occur at the end of each quarter so that we are able to analyze this data and collaborate on re-teach lesson plans and intervention groups. Part of summer professional development will focus on creating a data driven culture. Teachers will be introduced. Teachers will spend time analyzing the purpose of assessments, planning, and re-teaching through Paul Bambrick-Santoyo’s work Driven to the concept of benchmark assessments. They will gather that the assessments are the bar of excellence and rigor we are aiming for in our instruction by Data: A Practical Guide to Improve Instruction. We will use his framework as a guide for data analysis. Teachers will be given a year-long assessment calendar, which includes assessment creation/ adaptation, implementation, analysis, planning meetings, and re-teaching.</p>

<p>Number of minutes scheduled for core academic subjects</p>	<p>Unknown existing status</p> <p>Part of implementing our rigorous, standards-based curriculum with success, requires that we schedule our school day with intentionality and purpose. The different instructional components of our day represent our commitment to giving every child the education that prepares them for a life of opportunity and choice. The time allocated per subject reflects that commitment. As seen in the table below, our time is spent primarily on the core academic subjects: Literacy, Mathematics, Science, Social Studies, and Social Skills. Within these core academic subjects, we prioritize literacy because we know it is the key to opening the door of opportunity for our students. We spend more than half of the day on individualized literacy instruction.</p> <table border="1" data-bbox="575 436 1602 862"> <thead> <tr> <th>Kindergarten</th><th>Weekly Instructional Minutes</th></tr> </thead> <tbody> <tr> <td>Guided Reading</td><td>180</td></tr> <tr> <td>Phonics</td><td>180</td></tr> <tr> <td>Reading Comprehension</td><td>180</td></tr> <tr> <td>Vocabulary</td><td>50</td></tr> <tr> <td>Writing</td><td>180</td></tr> <tr> <td><b>Literacy Total</b></td><td><b>770</b></td></tr> <tr> <td>Mathematics</td><td>360</td></tr> <tr> <td>Science/ Social Studies</td><td>180</td></tr> <tr> <td>Social Skills/ Service Learning</td><td>225</td></tr> <tr> <td>SHINE Time</td><td>240</td></tr> </tbody> </table> <p>In addition, we have more time in our day and more days in our calendar</p> <table border="1" data-bbox="575 933 1747 1205"> <thead> <tr> <th colspan="2">More Time Means...</th></tr> <tr> <th>KMAE</th><th>Memphis City School</th></tr> </thead> <tbody> <tr> <td>190 school days</td><td>180 days required by law</td></tr> <tr> <td>8 additional Saturday Service Learning days</td><td>N/A</td></tr> <tr> <td>7.5 hours of daily instruction</td><td>5.5 hours of daily instruction</td></tr> <tr> <td>37.5 hours of weekly instruction</td><td>27.5 hours of weekly instruction</td></tr> </tbody> </table>	Kindergarten	Weekly Instructional Minutes	Guided Reading	180	Phonics	180	Reading Comprehension	180	Vocabulary	50	Writing	180	<b>Literacy Total</b>	<b>770</b>	Mathematics	360	Science/ Social Studies	180	Social Skills/ Service Learning	225	SHINE Time	240	More Time Means...		KMAE	Memphis City School	190 school days	180 days required by law	8 additional Saturday Service Learning days	N/A	7.5 hours of daily instruction	5.5 hours of daily instruction	37.5 hours of weekly instruction	27.5 hours of weekly instruction
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<p><b>7. Assessments</b></p>																																			
<p>Use of formative, interim, and summative assessments to measure student progress</p>	<p>Unknown existing status</p> <p>The data from our formative assessments will be used ongoing to develop individual action plans for students and teachers and is a critical piece of our small group instruction. All teachers will analyze daily, weekly, and quarterly assessment data in order to determine their next instructional steps. This data driven meeting time will allow teachers a</p>																																		

	<p>chance to plan for what standards they need to re-teach in a whole group or small group and an opportunity to share best practices with each other. Our formative assessment data will also serve as a way to measure progress towards our school and classroom goals. Below is a list of five different types of formative assessments that we will use at KMAE.</p> <ul style="list-style-type: none"> <li> <b>STEP Assessment for Literacy</b>  This assessment will be administered to students in grades K-3 four times a year, including a Baseline assessment. This assessment is used to measure students reading level, assessing both fluency and comprehension. It will inform small group planning and instruction. </li> <li> <b>F&amp;P Benchmark Assessment System</b>  In between the four STEP rounds, we will administer two F&amp;P running records. This data will be used to reorganize small group instruction. We want to ensure all students are in the correct small group at all times. It is similar to the STEP, although the STEP assessment gathers much more comprehensive information. If we only used the STEP assessment, students would be in the same reading group for over two months. This assessment gathers data on comprehension, fluency, phonemic awareness, letter names, phonics and word analysis, vocabulary knowledge, and writing about reading. </li> <li> <b>6 Traits +1 Writing</b>  This assessment is used to measure the level of mastery on writing standards and will be implemented for students in grades K-4. It will be an ongoing assessment that is used to track students writing progress. It will also be an assessment that is used for small group differentiated instruction and 1:1 conferencing. </li> <li> <b>Weekly Skills Assessments</b>  This assessment will be administered every week to students in grades K-4 and will track students' level of mastery on skills based content. This data gives teachers information on what students and what material needs re-teaching. </li> <li> <b>Quarter Benchmark Assessments</b>  This assessment is administered every 6-8 weeks. It is a cumulative assessment that tests for mastery of standards taught. Both KIPP elementary schools will use the same assessment so that we are able to engage in data analysis across the region. Data days will occur at the end of each quarter so that we are able to analyze this data and collaborate on re-teach lesson plans and intervention groups. </li> </ul> <p>Summative Assessments</p> <p>Our summative assessments are used as a checkpoint to determine the effectiveness of our instructional programs. We</p>
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	<p>will analyze this data with KMCE as a way to share best practices and determine trends across the schools.</p> <ul style="list-style-type: none"> <li>• NWEA MAP Assessment (Measure of Academic Progress) This norm-referenced assessment will be given to students in grades K-4 three times a year. It is used across the KIPP network and is a tool used for measuring academic growth.</li> <li>• TCAP Achievement Tests This criterion-referenced assessment will be administered to students in grades 3-4 each spring. This assessment is an accountability measure from the state of Tennessee and measures mastery of state standards</li> </ul>
Timeline for reporting student progress to parents	<p>Unknown existing status</p> <p>At KMAE we believe that data must be communicated consistently and clearly to be considered effective. Students will know their reading level at any point during the year and be able to explain why this information is important. Families will have an accurate understanding on their child's academic progress and what they need to do at home to continue to push their academic growth.</p> <ul style="list-style-type: none"> <li>• Family Home Visit At KMAE, our home visits, which occur before school begins, will be the initial form of communication with parents on the importance of student progress. We will communicate what assessments students will take and how we will use this information to give their child individualized instruction.</li> <li>• KMAE Family Orientation At orientation, parents will receive a folder that includes a sample progress report, report card, Common Core Standards, and the basic skills students need to master in the first half of the year. Teachers will help explain each document, and parents will be able to ask any questions or clarify any misunderstandings. This information will help guide the work that is done at home with the student.</li> <li>• Parent- Teacher Conferences - Conferences will occur four times throughout the school year. It gives the teachers, parents, and student a chance to discuss the child's report card and create action steps for the next quarter.</li> </ul>
<b>8. Parent and Community Support</b>	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	<p>Unknown existing status</p> <p>Community partnerships and service learning make up the fifth component of our instructional vision. We believe community partnerships will assist our students and our city to reach its full potential. We know that to make transformational change in our communities, we must understand our role in its development. Our students will carry a sense of pride and love for their community and will be inspired to become active, confident community leaders on their</p>

	<p>journey to and through college.</p> <p>Saturday Service</p> <p>Students will participate in monthly Saturday Service Learning Days. A Saturday Service Coordinator will be responsible for planning and running these projects.</p> <p>With Community as our core value, our service learning projects lies at the heart of what we want our students to know and feel inspired to do in our community, both locally and globally. Each Social Studies Unit will end with a Saturday Service Learning Project. This service project will include a research, discussion, critical thinking, and presentation component.</p>
Parent support to students and school	Unknown existing status – see School Improvement Plan for KIPP Memphis Academy Elementary

## ***2. School Improvement Plan***

Attach an electronic copy of the school’s comprehensive plan for school improvement that will be implemented in conjunction with the Restart Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the “streamlined” improvement plan developed in Fall 2011, “Revised Tennessee School and District Improvement Planning” document or one of your choosing.

**Restart Model**

<b>School Name: KIPP Memphis Academy Elementary (formerly Shannon)</b>	<b>Tier: I</b>
Rationale for selection of intervention model: Explain how the LEA will use the restart intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.	
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.  SY 2013: Kindergarten only – see attachment labeled "KMAE Academic Big Goals"</p> <p>SY 2014: Kindergarten and first grade only – see attachment labeled "KMAE Academic Big Goals"</p> <p>SY 2015: Kindergarten, first, and second grade only – see attachment labeled "KMAE Academic Big Goals"</p>	
<p>Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for ( to be updated annually upon renewal of the grant).</p> <p>See attachment labeled "KMAE Academic Big Goals"</p>	
<p>Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.  SY 2013: Kindergarten only – see attachment labeled "KMAE Academic Big Goals"</p> <p>SY 2014: Kindergarten and first grade only – see attachment labeled "KMAE Academic Big Goals"</p> <p>SY 2015: Kindergarten, first, and second grade only – see attachment labeled "KMAE Academic Big Goals"</p>	
<p>Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup for_(to be updated annually upon renewal of the grant).</p> <p>See attachment labeled "KMAE Academic Big Goals"</p>	

<b>Name of School: KIPP Memphis Academy Elementary (formerly Shannon)</b>		<b>Tier: I</b>	
<b>Restart Model LEA Design and Implementation of the Intervention Model</b>	<b>Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013</b>	<b>Implementation Timeline</b>	<b>Name and Position of Responsible Person(s)</b>

<b>Requirements for the Restart Model. ( LEA must implement all.)</b>			
1. Select CMO to restart school			
2. Notify parents and other stakeholders of the restart process and of the LEA's obligation to enroll all previously enrolled students in the new school.	Flyers, community meetings, door-to-door visits	Beginning in January 2013 – complete June 2013 – with 50% of spots filled by March 1 <sup>st</sup> and 70% by April 1st	Jenna Molinski
3. Prepare the building – including ordering KIPP banners, recess equipment, security guards, kitchen equipment, deciding on school mascot.		Beginning now and complete by May 15	Jenna Molinski
4. Prepare classrooms, order furniture as needed, order books for library, order technology equipment		Beginning now and complete by July 1	Jenna Molinski
5. Finalize community outreach tools – order signs, approach city for crossing guards, organize and plan community outreach event		Beginning now and complete by June 15	Jenna Molinski

**Pre-Implementation Activities:**

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

**Activity Categories with Sample Activities:**

**Family and Community Engagement:** *Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.*

**Rigorous Review of External Providers:** *Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.*

**Staffing:** *Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.*

**Instructional Programs:** *Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.*

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

**Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

## 2013-14 Tennessee School Improvement Planning Template

The final plan should be no longer than **four** pages.

School Name:	KIPP Memphis Academy Elementary (KMAE) formerly Shannon Elementary
Analysis of last year's final results:	<p>Areas of Greatest Progress/Challenge</p> <p>Shannon has a grade of "F" for the past three years with no change in the trend based upon TCAP Criterion Referenced Academic Achievement.</p> <p>KIPP will restart the school with a new school leaders and new teachers. In addition, the school in the initial year will be kindergarten only.</p> <p>KIPP has a sound track record of preparing students in underserved communities for success in college and life. We start kindergarten with the end in mind – college graduation. We believe every student can and will learn. KIPP builds a partnership among parents, students, and teachers that puts learning first. By providing outstanding educators, more time in school learning, and a strong culture of achievement, KIPP is helping all students climb the mountain to and through college. Every day, KIPP students across the nation are proving that demographics do not define destiny. More than 87 percent of our students are from low-income families and eligible for the federal free or reduced-price meals program, and 95 percent are African American or Latino. Nationally, more than 90 percent of KIPP middle school students have graduated high school, and more than 80 percent of KIPP alumni have gone on to college.</p>
Goals for 2013-14 school year:	<p><b><i>To serve the children that need us</i></b></p> <ul style="list-style-type: none"> <li>• <i>At least 88% of students will qualify for free lunch</i></li> <li>• <i>Average daily attendance of 96% each year</i></li> <li>• <i>80% of spots within the school will be filled with students zoned</i></li> <li>• <i>100% of spots will be completely filled</i></li> </ul> <p><b><i>To retain students</i></b></p> <ul style="list-style-type: none"> <li>• <i>Less than 5% non-moving attrition</i></li> </ul> <p><b><i>Students progress and achieve academically</i></b></p> <ul style="list-style-type: none"> <li>• <i>See attachment labeled " KMAE Academic Big Goals"</i></li> </ul> <p><b><i>Students progress and achieve behaviorally</i></b></p> <ul style="list-style-type: none"> <li>• <i>95% of students will achieve proficiency on the KMAE character and value rubric (students not achieving proficiency will demonstrate growth on the rubric)</i></li> </ul> <p><b><i>To build a sustainable people model</i></b></p> <ul style="list-style-type: none"> <li>• <i>90% of staff achieve their Individual Development Goals and Performance Goals</i></li> <li>• <i>The staff average for the end of year survey will be 4.5 or higher</i></li> <li>• <i>The staff average on prioritized Healthy Schools and Regions survey questions will average 4.5 or higher</i></li> <li>• <i>90% of staff members achieve proficiency on all prioritized Framework for Excellent Teaching competencies</i></li> <li>• <i>90% of full-time staff offered a position will return in the following school year</i></li> </ul>

	<ul style="list-style-type: none"> <li>• 100% of staff will be filled by May 15<sup>th</sup> each year</li> </ul> <p><b>To build a sustainable financial model</b></p> <ul style="list-style-type: none"> <li>• Actual to budget variances on school-based expenses are less than 5% of annual operating budget</li> <li>• KMAE yearly independent audit will verify sound financial practices</li> </ul>
Plan for this school year:	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> <li> <p><b>Strategy:</b> Focused recruiting in the neighborhood including door-to-door canvassing, open house at the elementary, potential events at the middle school to reach siblings, cousins, etc.</p> <p><b>Implementation Plan:</b> School leader and office manager to co-ordinate all activities</p> <p><b>Desired outcomes:</b> 100% of spots to be filled primarily with zoned students</p> <p><b>Projected costs and funding sources:</b> \$2,000 recruitment materials (flyers) and food at the hosted events. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Ensures that we serve the students who need us.</p> </li> <li> <p><b>Strategy:</b> Focus on investing students so that they want to come to school. Discuss attendance expectations during initial home visits; call home when students are absent; set up parent conferences for chronic absenteeism.</p> <p><b>Implementation Plan:</b> School leader and office manager to co-ordinate</p> <p><b>Desired outcomes:</b> Meeting monthly attendance targets at 96% average</p> <p><b>Projected costs and funding sources:</b> A portion of the office managers time ~ \$10,000 per year. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Ensures that we serve the students who need us and that each is in school keeping pace with the classroom</p> </li> <li> <p><b>Strategy:</b> Make sure that students and families are excited about being a part of KMAE. Build strong relationships with families and students though phone communication, home visits, and family night. Create a strong school culture that students are excited to be a part of. Teachers will be required to call at least three parents each week.</p> <p><b>Implementation Plan:</b> Ongoing through school leader and office manager. Each teacher will be provided a cell phone.</p> <p><b>Desired outcomes:</b> Students will remain in the school with less than 5% attrition.</p> <p><b>Projected costs and funding sources:</b> Premium paid to teachers for extended days – for this portion of extension, cost will be negligible.</p> </li> </ol>



	<p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Student retention and continuity in learning</p> <p>4. <b>Strategy:</b> (specific to kindergarten)</p> <ul style="list-style-type: none"> <li>• Guided reading using Fountas and Pinnel, Reading A-Z, and Scholastic</li> <li>• Intervention – Small group instruction</li> <li>• Literacy across subjects</li> <li>• Reading workshop</li> <li>• Data analysis meetings</li> <li>• Blended learning model</li> <li>• Hire an additional special education teacher to focus on early identification of special needs and do not detract from classroom time for necessary meetings with parents</li> </ul> <p><b>Implementation Plan:</b> Instructional staff and classroom technology</p> <p><b>Desired outcomes:</b> Meets reading comprehension goals (see attachment labeled " <i>KMAE Academic Big Goals</i> ")</p> <p><b>Projected costs and funding sources:</b> Total of all instructional materials is estimated at \$34,750 in year 1, \$35,300 in year 2, and \$35,850 in year 3. Total of textbooks is estimated at \$44,000 in year 1, \$50,000 in year 2, and \$56,000 in year 3. Printer and copier expenses are estimated at \$23,000 in year 1, \$27,000 in year 2, and \$50,000 in year 3. Approximately 50% of the spend would be directed toward reading. An additional special education teacher with benefits is ~\$70,000 per year. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals. Total cost for computers is estimated at \$128,389 for the first year and is not currently funded.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Directly addresses academic performance goals with interventions for students needing additional support.</p> <p>5. <b>Strategy:</b> Specific to math – develop rigorous and standards-based instructional plans; use student data to drive instruction. Hire a data analyst to identify patterns and special needs.</p> <p><b>Implementation Plan:</b> Class room instruction and use of a data analyst</p> <p><b>Desired outcomes:</b> 90% of students score proficient in at least 80% of standards taught on standards based interim assessments</p> <p><b>Projected costs and funding sources:</b> Portion of a data analyst, ~\$2,500. : Total of all instructional materials is estimated at \$34,750 in year 1, \$35,300 in year 2, and \$35,850 in year 3. Total of textbooks is estimated at \$44,000 in year 1, \$50,000 in year 2, and \$56,000 in year 3. Printer and copier expenses are estimated at \$23,000 in year 1, \$27,000 in year 2, and \$50,000 in year 3. Approximately 25% of the spend would be directed toward math. A data analyst with benefits is ~\$90,000 per year. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals. Total cost</p>
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	<p>for computers is estimated at \$128,389 for the first year and is not currently funded.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Since data drives instruction allows tailored teaching to individuals</p> <p>6. <b>Strategy:</b> Specific to writing – Lucy Calkins Units of Study Writing Workshop Model, which includes a mini-lesson, independent writing, peer editing, 1:1 conferences</p> <p><b>Implementation Plan:</b> Class room instruction and use of a technology</p> <p><b>Desired outcomes:</b> Scored writing averages will be 90%</p> <p><b>Projected costs and funding sources:</b> Total of all instructional materials is estimated at \$34,750 in year 1, \$35,300 in year 2, and \$35,850 in year 3. Total of textbooks is estimated at \$44,000 in year 1, \$50,000 in year 2, and \$56,000 in year 3. Printer and copier expenses are estimated at \$23,000 in year 1, \$27,000 in year 2, and \$50,000 in year 3. Approximately 10% of the spend would be directed toward writing. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p>Total cost for computers is estimated at \$128,389 for the first year and is not currently funded.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Directly addresses academic performance goals with interventions for students needing additional support.</p> <p>7. <b>Strategy:</b> Teach and model school values; plan weekly values read-aloud lessons for K-2; execute weekly Family Meetings with a focus on monthly value; execute community celebrations that recognize students who exemplify the values. In addition, schedule local field trips for children to experience learning in different environments. At KMAE we believe in the development of the whole child- mind, body, and spirit. This class provides students an opportunity to develop skills that they enjoy. SHINE time is a class that gives every student the opportunity to find their talents, interests, and passion. We believe that each child is gifted and has many qualities to offer the world around them. It is our job to assist them in reaching their full potential. Offerings may include yoga, art, music or dance in year one. In year two, we may add Spanish and ballet. In year three, we would like to offer children a selection to best fit their aspirations.</p> <p><b>Implementation Plan:</b> School leader and instructional staff</p> <p><b>Desired outcomes:</b> 95% of students will achieve proficiency on the KMAE character and value rubric.</p> <p><b>Projected costs and funding sources:</b> Contract services for “shine” – year 1, \$25,000; year 2, \$50,000; year 3, \$25,000 (the cost falls because we will hire a specialist teacher and decrease contract services. Gifts and awards, \$500. Field trips in year 1, \$7,575; year 2, \$12,802; and year 3, \$18,185. Trips include transportation. All funding sources are from school revenue including BEP, Title 1, and</p>
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	<p>contributions from individuals.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Ensures students progress and achieve behaviorally</p> <p>8. <b>Strategy:</b> “Sustainability Initiative” to ensure teachers are at the very best every day for every child; helps ensure a healthy, well-balanced life. Includes: coffee and tea in the break room, salad bar option (if food provider allows), mail drop off/pick up, fresh fruit in the staff lounge, dry cleaning drop off/pick up; staff release on Wednesdays at 4:10; running club and workout videos; lunch once a quarter; flu shots provided at school; and other events hosted by the school leader</p> <p><b>Implementation Plan:</b> Formation of a “sunshine committee” made up of school employees</p> <p><b>Desired outcomes:</b> 90% of staff achieve Individual Development Goals and Performance Goals</p> <p><b>Projected costs and funding sources:</b> Total of all gifts and awards for faculty is estimated at \$3,000 in year 1, \$5,000 in year 2, and \$7,000 in year 3. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Addresses teacher effectiveness to drive student achievement.</p> <p>9. <b>Strategy:</b> Strong staff culture that includes open, honest feedback, positive encouragement, solution-minded conversations.</p> <p><b>Implementation Plan:</b> This culture will start being built as soon as each teacher is hired. The summer professional development is strategically designed to build this type of culture. For example, summer professional development includes training staff on communication norms.</p> <p><b>Desired outcomes:</b> 90% of staff achieve Individual Development Goals and Performance Goals</p> <p><b>Projected costs and funding sources:</b> Total of all professional development for faculty is estimated at \$25,000 in year 1, \$41,675 in year 2, and \$58,345 in year 3. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Addresses teacher effectiveness to drive student achievement.</p> <p>10. <b>Strategy:</b> More time (we actually do not consider this a strategy – it is one of core principals and one of the pillars to our success</p> <p><b>Implementation Plan:</b> Students at KMAE are in school two more hours a day compared to Memphis City Schools. We know that we must commit more time to ensure we reach our academic goals and climb the mountain to and through college.</p> <p><b>Desired outcomes:</b> Achieve academic goals</p>
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	<p><b>Projected costs and funding sources:</b> Because of the extra time commitment, we pay teachers a 10% premium. This premium in year one is estimated at \$46,000, year 2 at \$84,000, and year 3 \$122,000. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Additional time directly focused on student achievement.</p>	
Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	Monthly Attendance Targets at 96%	Monthly
	50% of spots filled by March 1 <sup>st</sup> , 70% by April 1 <sup>st</sup>	Monthly
	Parent Surveys	End of school year
	Monthly attrition tracking	October 2013 and February 2014
	Interim reading assessments	Ongoing
	Interim math assessments	Ongoing
	Interim writing assessments	Ongoing
	Rubrics on behavior	Quarterly
	Teacher Evaluations	Mid-year and end-of-year
	Budget reviews	Monthly

**KMAE Academic Big Goals**

<b>Literacy</b>	<b>Kindergarten</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
Reading Comprehension  (Independent Level)	90% E  95% D	90% K  95% I	90% O  95% N	90% R  95% Q	90% U  95% T
STEP Literacy Assessment	90% STEP 4  95% STEP 3   95% of students move 1.5 grade levels	90% STEP 7 (K)  95% STEP 6 (I)   95% of students move 1.5 grade levels	90% STEP 10 (N)  95% STEP 9 (M)   95% of students move 1.5 grade levels	95% STEP 12 (P)    100% of students no further than 1 STEP below	n/a
Fluency	30 wpm on Level F	80 wpm on K	110 wpm on P	130 wpm on S	140 wpm on V
Sight Words	220 sight words (recognize only)	420 sight words (recognize and write)	n/a	n/a	n/a
Independent Reading	20 minutes	30 minutes	1 hour	1 hour	1 hour
Trimester Assessments	85% of students score proficient in 80% of standards tested	85% of students score proficient in 80% of standards tested	85% of students score proficient in 80% of standards tested	85% of students score proficient in 80% of standards tested	85% of students score proficient in 80% of standards tested
<b>Math</b>	<b>Kindergarten</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
Trimester Assessments	85% of students score proficient in 80% of standards tested	85% of students score proficient in 80% of standards	85% of students score proficient in 80% of standards	85% of students score proficient in 80% of standards	85% of students score proficient in 80% of standards

		tested	tested	tested	tested
Fact Fluency	n/a	TBD	TBD	TBD	TBD
	<b>Kindergarten</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
MAP	<p>70% of students score at or above the 70<sup>th</sup> percentile</p> <p>85% of students meet or exceed growth goals</p> <p>The grade level mean hits the 70<sup>th</sup> percentile.</p>	<p>70% of students score at or above the 70<sup>th</sup> percentile</p> <p>85% of students meet or exceed growth goals</p> <p>The grade level mean hits the 70<sup>th</sup> percentile.</p>	<p>70% of students score at or above the 70<sup>th</sup> percentile</p> <p>85% of students meet or exceed growth goals</p> <p>The grade level mean hits the 70<sup>th</sup> percentile.</p>	<p>80% of students score at or above the 70<sup>th</sup> percentile</p> <p>85% of students meet or exceed growth goals</p> <p>The grade level mean hits the 80<sup>th</sup> percentile.</p>	<p>90% of students score at or above the 70<sup>th</sup> percentile</p> <p>85% of students meet or exceed growth goals</p> <p>The grade level mean hits the 90<sup>th</sup> percentile.</p>
TCAP	n/a	n/a	n/a	95% of students achieve proficiency on all TCAP subject tests with 50% scoring “advanced”	100% of students achieve proficiency on all TCAP subject tests with 50% scoring “advanced”

